Writing Liaison Committee Meeting

October 25, 2010 3-4

In attendance: Chris Kudlac, Sonya Lawson, Marsha Marotta, Holly Noun, Nora Padykula, Chalet Seidel, Catherine Savini, Joe Shinn, Mara Dodge

Materials:

- AAC&U's LEAP's essential learning outcomes
- Selection from Michael Carter's article A Process for Establishing Outcomes-Based Assessment Plans for Writing and Speaking in the Disciplines”(2002) with chart of possible artifacts for assessment
- Excerpt from the 2009 AGI Conference Report identifying Brockton High’s outcomes.

Old Business:

- The committee voted to approve September 20th minutes.

New Business:

- According to Marsha Marotta, designating any class as WI would require the course go through governance.
- Catherine reported on her meeting with Lisa Plantafaber regarding using student writing to assess departmental outcomes:
  1. The assessment committee is working with departments to help create outcomes. Most departments have at least written their outcomes.
  2. Lisa encouraged us to attend a chair’s meeting to discuss using student writing to assess outcomes. She suggested that we bring examples of how some departments have already done so effectively.
- Catherine noted that it is important that we have examples from departments other than English because it would be easy to dismiss this approach as only useful for a department that takes teaching writing as part of its mission.
- Holly and Sonya described the process of their portfolio systems.
- Catherine distributed an excerpt from Michael Carter’s “A Process for Establishing Outcomes-Based Assessment Plans for Writing and Speaking in the Disciplines”(2002) for the following information: a chart of possible artifacts for assessment; an explanation of what the assessment criteria should identify (1. Data to be gathered; 2. How the data are to be evaluated; 3 when assessment will take place); the two criteria for an assessment procedure (1. It should be valid: it should provide a way to measure what the department wants to measure; 2. It should be feasible).
- LEAP (Liberal Education and America’s Promise): The Commissioner of Higher Ed seems to have embraced LEAP. According to Chris, the ROCCC report was informed by the detailed outcomes identified by the AAC&U (Association of American Colleges & Universities).
- Curriculum has until December 1st to respond to ACC regarding ROCCC
- The upcoming NEASC review is high stakes. The report for NEASC will be written over summer 2012.
Action items:

Catherine Savini will pursue her conversation with Jim Martin Rhermann with the goal of examining the Education Department's accreditation materials for examples of how to use student writing to assess outcomes.

Catherine Savini will also contact faculty members (including Marcus Jaiclin) in the hard sciences to determine the relationship between their outcomes and their rubrics for assessing students’ portfolios.

Sonya Lawson will provide us with the rubric music uses to assess students’ portfolio, the portfolio assignment, and the Music Department’s outcomes.

Chris Kudlac will track down what he can from an assessment conducted of papers produced in their first and senior years in the Criminal Justice Department.

Holly Noun will propose the following focus for an upcoming pre-chair’s meeting: using student writing to demonstrate how your department is achieving its outcomes (11/15).

Chalet Seidel will contact faculty members in CIS to determine how they use student writing produced in English 392: Business and Technical Writing to assess their outcomes.

Next Meeting: Monday, November 8, 4-5

Respectfully Submitted by Catherine Savini